DOCUMENT RESUME

ED 350 385 CE 061 373

AUTHOR Haskins, Jack B.
TITLE Developing a Research Method for Testing New Curriculum Ideas: Report No. 1 on Using Marketing Research in a Lifelong Learning Organization.
SPONS AGENCY University of Central Florida, Orlando.
PUB DATE 92
NOTE 24p.
AVAILABLE FROM Learning Institute for Elders, Univ. of Central Florida, 4000 Central Florida Blvd., Orlando, FL 32816 ($5; quantity--$4).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Students; *College Programs; Curriculum Development; *Educational Attitudes; *Evaluation Methods; Interest Inventories; *Older Adults; Postsecondary Education; Questionnaires; Student Attitudes
IDENTIFIERS *Market Research; University of Central Florida

ABSTRACT

A survey method was developed and used to determine interest in new course topics at the Learning Institute for Elders (LIFE) at the University of Central Florida. In the absence of a known validated method for course concept testing, this approach was modeled after the "message pretesting," or formative, research used and validated in testing mass media product ideas for audience or user appeal. Elements of the method included the following: generation of a large number of ideas for new courses; descriptions of the proposed courses in college catalog format; development of a five-step "interest-in-attending" scale; a questionnaire eliciting ratings of the 61 proposed courses; satisfaction with LIFE; preference for various class formats; intentions to attend future courses; and demographic data. The surveys were mailed or handed out to 225 members of LIFE during the first year of operation, with a response rate of 44 percent (99 members). Data gathered from the returned surveys indicated that satisfaction with the program was extremely high and that about 90 percent of respondents were likely to attend future programs. Popular topics for future courses included social science, travelogs from around the world, music of the big band era, music appreciation, international films, Broadway shows, best sellers, medical research, and ancient Greeks. A telephone survey of nonrespondents was suggested. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350385

ABSTRACT

Developing a Research Method for Testing New Curriculum Ideas: Report No. 1 on Using Marketing Research in a Lifelong Learning Organization

By Jack B. Haskins, Ph. D.
L.I.F.E. At University of Central Florida
Orlando, Florida

This informal paper is the first of a series growing out of research for curriculum planning and development in the Learning Institute for Elders (LIFE) at University of Central Florida. It describes the marketing concept and the development of a method for testing numerous new-course ideas at the pre-syllabus stage, and presents some preliminary research results. The basic procedure can be used in any educational program or institution.

In the absence of a known validated method for course concept testing, this one was modelled after the "message pretesting", or formative, research used and validated in testing mass media product ideas for audience/user appeal. Elements of the method included: generation of a large number of ideas for new courses; description of the proposed courses in brief title-and-synopsis (similar to college catalog) format; development of a five-step "interest-in-attending" scale; a questionaire eliciting ratings of the 61 proposed courses, satisfaction with LIFE, preference for various class formats, intentions to attend future courses, demographic data and other information; a mail-and-handout survey of members.

Results of the November 1991 survey were used in planning 1992 courses. Some of the findings : Courses had a wide range of interest values many of which would "definitely be attended" by at least one-third of the LIFE seniors; many course interests of men and women were different; satisfaction with LIFE was extremely high, especially among

CE 061373

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Haskins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

men. a very high percentage planned to attend winter and fall terms, with about half interested in a summer term. Recommendations for other planning concerns were obtained from the results.

Future analysis and reports will include methodological details; detailed computer analysis to test various hypotheses; factor analysis to find general categories of course content; discriminant analysis to identify characteristics of dropouts, highly actives, and other groups.

SUGGESTED RIE/ERIC DESCRIPTORS:
Educational Needs; Needs Assessment; Older Adults; Questionnaires; Curriculum Development; Interest Inventories; Lifelong Learning; Predictive Measurement; Marketing; Research Methodology; Formative Evaluation; Research and Development; Surveys;

END OF ABSTRACT

Developing a Research Method for Testing New Curriculum Ideas:
Report No. 1 on Using Marketing Research
in a Lifelong Learning Organization

By Jack B. Haskins, Ph. D.
L.I.F.E. At University of Central Florida, Orlando, Florida

The task of creating and choosing courses in an established ongoing educational program is typically a very inexact process, even at the very highest levels in sophisticated institutions. The process is usually based on precedent and tradition, subjective and widely varying judgments of the planners, and a fingers-crossed hope that correct choices for both student needs and institutional goals have been met.

This traditional academic procedure may be contrasted with a "marketing" approach to curriculum planning. Used properly, marketing need not be a dirty word in the educational process. Any organization, non-commercial or commercial, relying on attracting and satisfying voluntary users (audience, customers, clients, consumers, etc.) of its product must do marketing, consciously or unconsciously, to survive. The essence of the marketing process is simply to find out what the intended users want and then give it to them. Carried to extremes, this might be called pandering. However, enlightened marketers start with a broad outline of institutional goals , and then determine those user needs, wants and interests which fit within those goals. This may be visualized as a Venn diagram with one circle representing institutional goals, another representing user needs, the overlap between the two being the most marketable goal-oriented choices. In the case of curriculum planning, popular courses that fit into educational objectives would fill the bill.

This marketing approach makes allowance for both (a) those unquantifiable subjective goals, objectives, and aspirations of a

program's creators, administrators, and instructors , and (b) the needs, wants, and interests of the intended users/students -- without whose empirical and quanitifiable presences in the classsroom (and tuition fees in many cases) no program can succeed for long .

The marketing approach, while no panacea, provides a higher probability of successful choices than a purely subjective process. Marketing research is not a substitute for administrative experience, judgment, and intuition, but merely provides additional informational input for making decisions. Or, to put it another way, subjective judgment plus research will probably produce better decisions than judgment alone.

Long-established institutions sometimes have a difficult time switching from purely subjective planning to a marketing approach -- entrenched traditions, conventional wisdom, resistance to change, an old guard wanting to sing only "the way we were". Despite this, many educational institutions now have depaartments, directors and even vice-presidents of marketing.

However, new educational programs and organizations may find it not only more successful, but also more satisfying, more creative, and in the long run less time consuming to start out with a marketing approach.

This report describes development of a method for testing new-course ideas , even at the pre-syllabus stage to determine student needs/wants/interests. While designed especially for an adult lifelong learning organization, the basic procedure can be used in any educational program which seeks to attract, interest and satisfy students of any age or goals -- for non-credit or credit courses, for public service or profit-making institutions, for child or adult education, for vocational or academic purposes.

L.I.F.E. at University of Central Florida

L.I.F.E. (Learning Institute for Elders) started as an idea in 1990 at UCF in Orlando, and proceeded with several months of informal planning. The broad goal ~~[illegible]~~ WAS to serve as a lifelong learning center for "elders" in the metropolitan Orlando region. More details of the creation, specific goals and initial planning are available in separate reports.

An organizational meeting of prospective users was scheduled in January, 1991. Anticipating perhaps a few dozen attendees, LIFE's organizers were staggered when almost 300 persons showed up, and about 225 paid dues for the first year of operation.

This turnout established beyond doubt a need for this educational program. The courses for 1991 and part of 1992 were, necessarily, chosen and planned primarily by traditional subjective methods, aided to some extent by an informal open-ended survey of members shortly after classes started in February, 1991.

Curriculum/Marketing/Research Planning for LIFE

The LIFE board, soon after formation, established (among others) a Curriculum committee, a Marketing committee, and a Research committee. None of those chairpersons-- an engineer, a department store manager, and a market research consultant-- had any experience with formal curriculum planning for a new educational program.

With the initial year of this lifelong learning program for seniors well underway, the Board decided to conduct a formal survey of members to help in planning the second year. A parallel survey of the wider audience of non-member prospects was discussed but shelved, since no additional members were desired during the shakedown period.

Thus, the primary purpose of the present study was to assess present members' course needs and interests for planning future classes and to maximize satisfaction and re-enrollment for the second year.

Research Procedure

In the absence of a known validated method for testing ideas and concepts for courses, it was necessary to develop one. Fortunately, research precedents have existed for some time in the fields of marketing, advertising, and mass media.

FORMATIVE RESEARCH. The present research procedure was modelled after the "message pretesting", or formative research, used in testing ideas-concepts for maximizing audiences for advertising, TV programs, magazine articles, concerts, arts performances, movies, books, etc. The basic premise is that any concept (idea, message, product, etc.) which can be expressed in brief verbal form can be measured for consumer interest. Validation studies have demonstrated that behavior -- relative audience size -- can be predicted accurately from concept-testing results. This should not be surprising, since consumers routinely make behavioral and material choices from verbal concepts in restaurant menus, TV program listings, product advertisements, college catalogs, library indexes, newspaper headlines, and many other "menus".

The research process included: a preliminary open-ended survey of LIFE members to get their ideas for desired courses; searching for appropriate course concepts in other lifelong learning programs, such as Elderhostel catalogs; reviewing current popular book titles; brainstorming by members of the curriculum committee; questionnaire development by an experienced marketing-advertising research specialist in the organization.

QUESTIONNAIRE. Question and rating scale development required the

research investigator to screen hundreds of ideas and reduce them to 61 testable topics; to reduce each topic to a brief title-and-one-sentence form (much like college catalog titles); to review interest and behavioral intention scales used in other research before formulating and testing an "interest in attendance" scale.

The complete questionnaire included, in addition to ratings of interest in 61 course concepts, questions on previous attendance at LIFE courses, overall satisfaction with LIFE and reasons why, preference for various class formats, willingness to work and participate in LIFE activities, and demographic background information (education, occupational status, gender, age, marital and residence status, etc.). Index scores were developed from individual questions.

[The copyrighted questionnaire and scale are not included in this report, but may be requested from the author : Dr. Jack B. Haskins, 700 Sandpiper Circle, Longwood (Orlando) Florida 32750.]

APPLICATION. The present partial report includes only the Executive Summary and the Preliminary Results reports prepared from tabulation of course preferences. From the November 1991 survey, the curriculum committee selected several top-rated courses for the Spring 1992 term, and then used the remaining courses for systematic planning of the 1992-93 year for LIFE At University of Central Florida.

ADDITIONAL REPORTS. Future reports will include methodological details; a more detailed computer analysis to test various general hypotheses; cross-tabulation by demographic characteristics; determining optimum course-mix to maximize membership, attendance and satisfaction; factor analysis to determine general categories of course content and generalizations for future course planning; discriminant analysis to

determine characteristics of the less -satisfied , of dropouts, of the more active members, etc. One or more research journal articles are also planned. In a follow-up study, validity of the 5-step interest/attendance scale will be tested by comparing concept-test results with actual attendance during the year.

(The Executive Summary and Preliminary Results follow.)

Jack B. Haskins, Ph.D.
Research Consultant
In
Marketing & Advertising

January 27, 1992

TO: Board of Directors, L.I.F.E
at University of Central Florida
FROM: Jack B. Haskins, Chair, Research

EXECUTIVE SUMMARY: PRELIMINARY RESULTS OF LIFE MEMBER SURVEY

Results of a preliminary hand-tabulation are attached, with extensive additional computer analysis planned. LIFE directors are urged to read and then discuss the implications of the key findings below.

1. **THE RESPONSE RATE was a low 44%** (99 of 225 members), therefore these results apply only to the respondents, not to the entire LIFE group.
66% of respondents were women, 34% men.

2. **SATISFACTION with LIFE was extremely high**, with 88% "moderately or extremely satisfied". The male minority group was more satisfied than women (93% to 87%).

3. **INTENTIONS TO ATTEND future LIFE activities were very high**, with more than nine out of ten "probably or definitely" planning attendance at the winter and fall 1992 terms. Almost half (48%) would attend in summer.

4. **MALE LIFERS are relatively rare manatee-like creatures needing TLC**, an especially endangered species in Florida. Though only half the female group in number, and less interested in the courses offered, LIFE-MEN are more satisfied than women with the organization, and highly likely (59%) to attend summer activities if offered.

5. **The 126 members who did not return the questionnaire present a problem and a learning opportunity.** Why did they not respond -- apathy, dissatisfaction, failing health, death, what? LIFE needs to know more about them to provide future guidance. **An immediate brief follow-up telephone survey of this group is strongly recommended.**

6. **TEN HIGHLY POPULAR COURSE-IDEAS were found** among the 61 tested. In rank order, any one of which would "definitely be attended" by at least one-third of respondents, they are:

(#31) UCF SAMPLER OF THE SOCIAL SCIENCES
(#4) TRAVELOGS FROM AROUND THE WORLD
(M2) THE BIG BANDS OF THE 30'S AND 40'S
(35) MUSIC APPRECIATION FROM BACH TO BARTOK
(34) INTERNATIONAL FILM SERIES
(M4) THE LULLABIES OF BROADWAY, 1930-46
(2A) GREAT IDEAS FROM CURRENT BEST SELLERS
(15) CURRENT MEDICAL RESEARCH AFFECTING YOUR LIFE
(42) THE ANCIENT GREEKS KNEW HOW TO LIVE
(M5) MORE BROADWAY PRODUCTIONS, 1947 TO THE PRESENT

Please see the original questionnaire for a description of each of the above. In addition to these 10, a large number of others would be suitable for small-group courses or discussions.

The attached preliminary report has more on these findings and their implications.

Jack B Haskins
Jack B. Haskins

ATTACHMENTS (2)

Jack B. Haskins, Ph.D.

700 Sandpiper Circle • Longwood (Orlando), FL 32750 • (407) 332-8631

Marketing and Advertising Research Consultant for
Professionals • Magazines • Newspapers • Public Opinion • Public Relations • Radio • Television

PRELIMINARY RESULTS:
SURVEY OF L.I.F.E MEMBERS IN FALL, 1991
Report #1: January 1992

By Jack B. Haskins, Chair, LIFE Research Committee

These are the results of a preliminary hand-tabulation of a survey of LIFE members carried out in October and November 1991.

LIFERS were questioned on:

-date of joining,
-amount of attendance,
-overall level of satisfaction with LIFE and reasons,
-plans for future attendance,
-interest ratings in 61 possible future courses,
--ratings of various class formats,
-willingness to work for LIFE, and
-background demographic information (education, occupational status, gender, age, marital and residence status, etc.)

This preliminary hand-tabulated report will deal only with a few items necessary for some early planning: Satisfaction with LIFE so far, plans for future attendance, and interest in attending 61 possible LIFE courses (concept testing).

When and if computer tabulation of the entire survey becomes feasible (early 1992?) a great deal of additional analysis can be used in planning the future activities of LIFE, such as:

-cross-tabulation of course-ideas by all the demographic variables,

-determining the optimum course mix to obtain maximum attendance and satisfaction,

-correlations among course interest, satisfaction, intentions to attend, demographic characteristics and all other variables measured,

-factor analysis, to determine CATEGORIES of courses, establishing generalizations for future curriculum planning,

-discriminant analysis, to determine the distinguishing characteristics of certain groups of LIFERs -- e.g. the less-satisfied members and how to improve their satisfaction, those who are willing to work for LIFE ,etc.

-and other kinds of analysis useful in decision-making.

Special thanks are extended by the writer to those who provided extensive help in various stages of this survey, including but not limited to Daniel (Cap'n Dan) Schultz, Curriculum Chair Fred Neff and committee, Tommie (Steel Magnolia) Haskins, and all others who provided ideas, work, encouragement, coffee, cookies, etc. etc. etc.

RESULTS OF PRELIMINARY ANALYSIS

Some factual results are presented below, each followed by a comment reflectiving a subjective interpretation by this writer. Others are encouracged to make additional and ,if possible, better, interpretations.

1. Questionnaires were returned by 99 of the 225 (approximate) members of LIFE, for a rather low response rate of 44%.

Comment: A minimum of 60% response is needed for projection to the total group, therefore these results are valid only for the 99 who responded.

2. 66% of respondents were women, 34% men.

Comment: The approximately 2-to-1 female-to-male ratio may or may not be typical of the whole LIFE memabership or of the Central Florida senior population. **We should consider whether more effort toward recruiting men into LIFE might be desirable.**

3. In general, LIFE men were somewhat less interested than women in the courses tested in the survey.

Comment: Women expressed higher interest in attendance on almost all courses listed. The average LIFE woman would "definitely attend" 14 of the 62 courses listed, versus 11 courses for men. **LIFE planners should possibly devote more effort to brainstorming and conceptualizing courses of high interest to men.** This planning would also assist in the suggested male recruitment.

4. The overall level of satisfaction with LIFE's first year was extremely high with 88% of members moderately or extremely satisfied.

Comment: This is an extraordinarily high level of performance and satisfaction, even if one makes the most pessimistic assumption that all the non-repondents were dissatisfied (which is , of course, improbable).

Write-in comments indicate that LIFE's success is due as much to non-intellectual factors -- e.g., campus ambience, conversation, and camaraderie -- as to course content. LIFE is more than a place to take courses and the non-cognitive aspects should continue to receive, if anything, even more attention.

5. Despite lower interest in the courses, men were somewhat more satisfied than women with LIFE performance during the first year, 93% to 87%.

Comment: This reinforces the conclusions that non-cognitive LIFE activities are extremely important, possibly even more so to men.

6. More than 9 out of 10 LIFE respondents will "probably or definitely" attend LIFE courses in the Jan-May and Fall, 1992 terms.

Comment: The intentions to attend are probably much, much lower for non-respondents.

7. If LIFE activities were available in summer, 48% of respondents expressed intentions to attend.

Comment: Men are much more likely than women to attend in the summer, 59% to 42%. Some reduced or special activities for summer are worth considering.

8. Methodological note: On-campus respondents respondents (N=82) when compared with the mail respondents (N=17) were
-somewhat more satisfied with LIFE, 87% to 82%;
-more likely to attend LIFE in all terms of the year;
-more interested in attending courses listed in the survey.

Comment: It's quite probable that the 126 Non-respondent LIFERS are much less satisfied, much less likely to attend 1992 activities, and less interested in these or any other courses.

9. Some members are more skeptical and harder to please than others. The LIFE "skeptics" (mail respondents) are more interested than the "True Believers" (on-campus respondents) in courses such as Ballroom Dancing, Friendly Computers, Jazz, and Symphony.

Comment: More brainstorming is needed on courses and activities that will improve satisfaction among the marginally satisfied.

10. The 126 members who failed to respond represent both a problem and a learning opportunity. What kinds of people are they, and why did they not respond? Dissatisfaction? Apathy? Aging? Loss of mobility? Sickness? Death? Switching to competitive learning organizations?

One hypothesis is simply dissatisfaction. LIFE planners need to know so that, if member retention is is possible, activities can be altered to keep them active. If LIFE has lost a disproportionate number

of the younger more vigorous and alert members, a different course of action would be taken than if they were older declining members. A very promising hypothesis is that they are less satisfied, more apathetic, less likely to attend future sessions, and less likely to re-enroll.

An immediate brief follow-up telephone survey to all those non-respondents who can be identified is strongly recommended.

11. THE TOP TEN COURSES TESTED IN THE SURVEY, ALL OF WHICH WOULD "DEFINITELY BE ATTENDED" BY ONE-THIRD OR MORE OF RESPONDENTS ARE: (Please refer to survey questionnaire for more complete course description.)

1. 50%-- Course 31
   UCF SAMPLER OF THE SOCIAL SCIENCES

2. 49%-- Course 4
   TRAVELOGS FROM AROUND THE WORLD

3 (tie). 39%-- Course M2
   THE BIG BANDS OF THE 30'S AND 40'S

3 (tie). 39%--Course 35
   MUSIC APPRECIATION FROM BACH TO BARTOK

5 (tie). 37%--Course 34
   INTERNATIONAL FILM SERIES

5 (tie). 37%-- Course M4
   THE LULLABIES OF BROADWAY, 1930-46

7 (tie). 36%-- Course 2A
   GREAT IDEAS FROM CURRENT BEST SELLERS

7 (tie). 36%-- Course 15
   CURRENT MEDICAL RESEARCH AFFECTING YOUR LIFE

7 (tie). 36%-- Course 42
   THE ANCIENT GREEKS KNEW HOW TO LIVE

10. 35%-- Course M5
   MORE BROADWAY PRODUCTIONS, 1947 TO THE PRESENT

~~~~~~~~~~~~~~~~~~~~~~~~~END OF PRELIMINARY REPORT~~~~~~~~~~~~~~~~~~~~
~~~~~~~~~~~~~~~~~~~~~~~~~

~~IF UNABLE TO RETURN ON CAMPUS PLEASE MAIL TO: FRED NEFF, at 1512 WARNER DR., CHULUOTA, FL. 32766-8817.~~

LIFE AT UCF — Learning Institute for Elders at University of Central Florida

MEMO

TO: ALL MEMBERS OF LIFE at UCF

SUBJECT: The MOST important Survey of the Year.

Attached you will find a questionnaire from which we will make crucial decisions about the LIFE courses to be taught next year, AND from which we will find out how satisfied or dissatisfied you are, along with the reasons why. We also strongly NEED - not just want - your ideas for additional activities, your suggestions for making changes in LIFE.

The questionnaire will actually only take a few minutes to fill out, even though it may appear lengthy. It has been professionally designed and tested to be easy to complete. For most questions, only a check-mark or a number from 1 to 5 is required.

(1) Each individual member of LIFE is asked to fill out a separate questionnaire.
(2) We want YOUR independent opinion. Please don't consult with anyone else on their opinion (until you've finished).
(3) Please complete this questionnaire RIGHT AWAY, and return it on the VERY NEXT CLASS DAY of LIFE at UCF - and not more than one week from now at the latest.

LIFE at UCF will succeed best if we have your independent opinion right away. Many thanks for your help.

NOTE CONDITIONS FOR USE AT TOP, P. 2

Sincerely,

Roy E Connaly — Roy Connaly, President

Fred Neff — Fred Neff, Curriculum Chair

Jack Haskins — Jack Haskins, Research Chair

4000 Central Florida Blvd. Orlando, Fl. 32816 *Phone 407 UCF LIFE (407 823-5433)*

IF UNABLE TO RETURN ON CAMPUS PLEASE MAIL TO: FRED NEFF at 1512 WARNER DR., CHULUOTA, FL. 32766-8817.

IMPORTANT NOTE TO QUESTIONNAIRE USERS:
Questionnaire copyright 1992 Jack B. Haskins
Free use to copy or adapt will be granted upon request to
Jack B. Haskins, 700 Sandpiper Circle, Longwood FL 32750

SURVEY: SATISFACTION WITH L.I.F.E. AT UCF

In order to help us make LIFE more satisfying for you and other members, please answer these questions. FOR ID PURPOSES, WRITE IN THE LAST 4 DIGITS OF YOUR SS NO. _____

(1) When did you join LIFE at UCF? (Circle one month)

Jan-01 Feb-02 Mar-03 Apr-04 May-05 Jun-06
Jul-07 Aug-08 Sep-09 Oct-10 Nov-11 Dec-12

(2) During the first LIFE term, Feb-May, on APPROXIMATELY how many of the 15 class DAYS did you attend LIFE? _____

(3) In the ongoing fall term of LIFE starting September, on about how many DAYS have you attended LIFE, to this date? _____

(4) Please evaluate your OVERALL level of satisfaction with LIFE during its first term February-May 1991. Take everything into account--courses, instructors, social, EVERYTHING.

Circle the number from 1 to 5 that indicates your FEELING about the first LIFE term

1= Extremely DISsatisfied
2= DISsatisfied moderately
3= MIXED feelings, so-so, neutral.
4= SATISFIED moderately
5= Extremely SATISFIED

(5) Please tell briefly THE MAIN REASONS why you feel that way:

(Continue write-in answers on separate sheet, if necessary)

(6) What MAJOR changes in LIFE would you suggest to make it a more satisfying experience for YOU and other LIFE members?

---

(7) Now tell briefly of the things you LIKED most about LIFE:

---

(8) Help us plan next year. Assuming LIFE has courses you enjoy, how likely are you to attend LIFE in the following 1992 periods:

(CIRCLE ONE NUMBER AT RIGHT ON EACH LINE BELOW)

1992 DATES	Probably won't attend	Might Attend	Probably will	Definitely will attend
Jan15-Mar15?	1	2	3	4
April-May	1	2	3	4
June-July	1	2	3	4
Fall 1992	1	2	3	4

SURVEY: SATISFACTION WITH L.I.F.E. AT UCF

In order to help us make LIFE more satisfying for you and other members, please answer these questions. FOR ID PURPOSES, WRITE IN THE LAST 4 DIGITS OF YOUR SS NO. _____

(1) When did you join LIFE at UCF? (Circle one month)

Jan=01 Feb=02 Mar=03 Apr=04 May=05 Jun=06
Jul=07 Aug=08 Sep=09 Oct=10 Nov=11 Dec=12

(2) During the first LIFE term, Feb-May, on APPROXIMATELY how many of the 15 class DAYS did you attend LIFE? _____

(3) In the ongoing fall term of LIFE starting September, on about how many DAYS have you attended LIFE, to this date? _____

(4) Please evaluate your OVERALL level of satisfaction with LIFE during its first term February-May 1991. Take everything into account--courses, instructors, social, EVERYTHING.

Circle the number from 1 to 5 that indicates your FEELING about the first LIFE term

1= Extremely DISsatisfied
2= DISsatisfied moderately
3= MIXED feelings, so-so, neutral.
4= SATISFIED moderately
5= Extremely SATISFIED

(5) Please tell briefly THE MAIN REASONS why you feel that way:

(Continue write-in answers on separate sheet. if necessary)

(6) What MAJOR changes in LIFE would you suggest to make it a more satisfying experience for YOU and other LIFE members?

---

(7) Now tell briefly of the things you LIKED most about LIFE:

---

(8) Help us plan next year. Assuming LIFE has courses you enjoy, how likely are you to attend LIFE in the following 1992 periods:

(CIRCLE ONE NUMBER AT RIGHT ON EACH LINE BELOW)

1992 DATES	Probably won't attend	Might Attend	Probably will	Definitely will attend
Jan15-Mar15?	1	2	3	4
April-May	1	2	3	4
June-July	1	2	3	4
Fall 1992	1	2	3	4

SURVEY: INTEREST IN PROPOSED L.I.F.E. COURSES AND ACTIVITIES

WHICH L.I.F.E. COURSES AND ACTIVITIES WOULD YOU LIKE TO ATTEND?

Listed below are many different things that might be offered by LIFE in the future.

Please read the brief description of each one and tell us how likely you are to attend it.

Assume in every case that it will be offered at a time, place and date convenient for you and that you will be able to attend if you wish.

Here's how: First, read the title and description of the item carefully. Then, give it a rating of 1,2,3,4 or 5 based on the following scale:

1= I DEFINITELY would NOT attend (zero probability)
2= I PROBABLY would NOT attend (low probability)
3= I MIGHT OR MIGHT NOT attend (50/50 probability)
4= I PROBABLY WOULD attend (high probability)
5= I DEFINITELY would ATTEND (100% probability)

Write in your 1-5 rating in the space at left of each item. READY? Now begin with the first item.....

_____ (1) MORE ON SEX AND LOVE AFTER 60. A popular psychology professor dispels some myths about seniors' romantic propensities, and gives tips on how to pep up your life--single or married.

_____ (2) CRIME PREVENTION FOR SENIORS. How to protect yourself, family and property without stress.

_____ (2a) GREAT IDEAS FROM CURRENT BEST SELLERS. Since few people have time to read all the significant new best-sellers, each session will cover & duscyss the ten central ideas from one current book.

_____ (3) MORBID CURIOSITY. Why do kids like scary stories, teenagers like horror movies, sweet ladies like murder mysteries, most people like bad news & violent TV? How to cope with "media pollution of the mind".

_____ (4) TRAVELOGS FROM AROUND THE WORLD. A series of new travel films with lecturer, from the most interesting places on this planet, especially chosen for seniors.

_____ (5) THE OCCULT AND SUPERNATURAL: SENSE OR NONSENSE? Whether you're skeptic or believer, this objective look at paranormal, occult, superstition, mysticism, UFO's and ESP is sure to be provocative.

_____ (6) BALLROOM DANCING IS IN. For singles or couples, basics of the waltz, foxtrot, swing, rhumba can be learned by almost everyone. Plenty of just plain dancing.

_____ (7) WHAT I DID ON MY SUMMER VACATION. In small social groups, LIFERS show pictures and slides, tell about vacation trips, offer travel tips.

_____ (8) VIVA LA DIFFERENCE IN MEN AND WOMEN! At any age, you'll learn about surprising and crucial differences between the sexes -- biological, psychological, and physical.

_____ (9) FOREVER CO-DEPENDENT? Can you actually ruin your personal relationships by helping and/or controlling others too much? Is the co-dependency movement helpful or just a fad?

_____ (10) SENSE AND NONSENSE OF NUTRITION, DIETING AND EXERCISE. Get the bottom line on all the conflicting claims, myths and facts about in sensible discussion sessions with an expert.

_____ (11) HOW TO BECOME WEALTHY WITHOUT TAKING CHANCES. Systematic investing of small amounts with these proven methods will pay off without danger of loss. (Text: "Wealth Without Risk")

_____ (12) DEATH WITH DIGNITY. (MC) Doctors, nurses and Hemlock Society members discuss how one can best go peacefully into the sunset.

_____ (13) REPORTS FROM TALLAHASSEE. (MC) Regular updating on Florida legislation affecting LIFERS and families.

_____ (14) REPORTS FROM WASHINGTON. (MC) Regular authoritative updating on national legislation affecting LIFERS and families.

_____ (15) CURRENT MEDICAL RESEARCH AFFECTING YOUR LIFE. Explanations of latest medical discoveries, by doctors and scientists.

_____ (16) LAUGH YOUR BUNZOFF. Jokes, funny stories, comedy films , cartoon movies, and other humorous happenings can improve your day--and your health. A lot of fun and a little discussion.

_____ (17) TENNIS FOR SENIORS. Get instruction, while playing for fun.

_____ (18) GOLF FOR SENIORS. Get instruction, while playing for fun.

_____ (19) ONE-DAY BUS EXCURSIONS. To places chosen by the group.

_____ (20) ATTITUDE ADJUSTMENT HOUR. One evening per week, take a couple of hours to sip, munch, get acquainted with other LIFERS -- then perhaps go on to dinner or a movie together. (Which evening 5 - 7 pm is best for you?_____)

_____ (21) STUPID SURVEYS AND PUTRID OPINION POLLS. How to spot those phony ones, and how to get valuable dope from the good ones.

_____ (22) CALENDAR OF SENIOR EVENTS AND ACTIVITIES. A regular update on interesting and fun activities around Orlando, Florida and the Southeast during the coming month. Freebies and bargains.

_____ (23) GAME AND BRIDGE NIGHT. Get together informally for bridge, poker, board and other games, talking, watching video, sipping and munching, music listening, whatever,living-room atmosphere. (Which evening 7 - 9+ p.m. is best for you?_____)

(24) WRITE YOUR OWN LIFE STORY. Everyone's life is a rich story of anecdotes, hardships and happiness. You can write it, along with your own poetry, essays, articles, jokes, etc.

(25) TRACING YOUR FAMILY ROOTS. "Doing genealogy" is now a lot easier, with the new library methods and more family records.

(26) BEST MOVIES OF THE 30'S AND 40'S. Students select their favorites, then watch, boo, hiss, laugh, eat popcorn, discuss.

(27) STRESS REDUCTION. Develop awareness of your stress level and the causes. Then discuss coping and techniques to reduce stress.

(28) MUSICAL WATER-AEROBICS. Enjoy non-stressful pool exercise to your favorite big-band music--to feel better and improve health.

(29) STORYTELLING. Learn to tell stories from your own experience and imagination. Swap your jokes and creative lies with others.

(30) FRIENDLY COMPUTERS FOR SENIORS. The new simple personal computers can be easily used for fun and practical matters -- games, writing letters, keeping records, making friends.

(31) UCF SAMPLER OF THE SOCIAL SCIENCES. College faculty in psychology, philosophy, political science, etc. present fascinating tidbits of the most surprising and provocative lore of their field. Different subject each session.

(32) KEEPING TRACK OF MEDICARE INSURANCE PAPERWORK. Medical paperwork can be nerve-racking. This simple step-by-step method will save you time, worry and even money.

(33) FREE UNIVERSITY COURSES FOR SENIORS. It's easy and free to register for any of the hundreds of courses at UCF and other colleges. An overview of the courses and how to sign up.

(34) INTERNATIONAL FILM SERIES. Watch film classics from all over the world, then stay for tea and discussion afterward.

(35) MUSIC APPRECIATION FROM BACH TO BARTOK. Discover the charm, enhance your enjoyment, of classical music. Listen, and study major musical eras, compositions, composers, their lives.

(36) UNDERSTANDING YOUR DREAMS. Scientific dream interpretation can be helpful to problem-solving, creativity, and emotions. Practice "lucid dreaming" to control them.

(37) COPING WITH EMOTIONAL PROBLEMS. An overview of the various counselling approaches, to help in selecting the most effective for depression, anxiety, fears, stress--for self or others.

(38) WHAT'D YOU DO IN WORLD WAR TWO? Listen to the experiences of military people and civilians during WWII--and tell your own. A coordinator organizes students and others with war stories.

_____ (39) UNIVERSITY THEATER AND CONCERT SERIES. Visit productions in a congenial group, then get together to discuss afterwards.

_____ (40) OTHER HABITATS FOR SENIORS. If you're dissatisfied with your kind of residence, there are many other more interesting and unusual habitats available, as you'll find in this discussion.

_____ (41) HOW THE MIND AND BRAIN WORK. This stimulating overview of psychology is presented by an outstanding college professor.

_____ (42) THE ANCIENT GREEKS KNEW HOW TO LIVE! A professor of classics presents an exciting overview of their art, thought, lifestyle.

_____ (43) A BASIC COURSE IN POETRY. An inspiring poet performs and reveals the secrets of how to enjoy great poetry.

_____ (44) AMERICA'S MODERN MILITARY MEN. WWII, the Korean war, and Vietnam are analyzed and brought to life by a top combat analyst.

_____ (45) HOW HITLER CAME TO POWER--AND LOST. A professor of history and politics tells the whole story of the Nazi evil genius.

_____ (46) THE COMEDY AND TRAGEDY OF SHAKESPEARE. An accomplished actor and professor both acts out and explains the Bard's brilliance.

_____ (47) THE CAUSES AND CURES OF WARFARE. From ancient times to the present, man seems destined for wholesale killing--or is he?

_____ (48) CRIME AND DECTECTIVE FICTION. Who-dun-its have a peculiar appeal to both saints and sinners. A writer tells how and why.

_____ (49) WHAT FOOLS THESE MORTALS BE. A spellbinding professor tells surprising ideas about human nature from great thinkers.

_____ (50) A WORLD OF RELIGIONS. Comparison of the similarities and differences in the world's great religions--and some phony ones.

_____ (51) BEING ABNORMAL IS NORMAL. An "abnormal" psychologist takes a clear but lighthearted look at mankind's peculiarities.

_____ (52) YOUR IDEAS.Please list below any ideas for courses and LIFE activities that you and other members might enjoy.

BEST COPY AVAILABLE

(53) LOVE THAT MUSIC"--A SERIES OF COURSES
(Copyright @ 1991, Jack B. Haskins)

NOTE: Take and rate each course below separately. The "Love That Music" courses all have a similar format--a lot of listening to favorite tunes as suggested by students, in an informal night-club atmosphere, plenty of opportunity for discussion, and a knowledgable leader to tell all the details of performers, composers, their personal lives, etc. Singing, dancing, foot-tapping, table-drumming, and other participation encouraged as you sit around the tables and just enjoy.

_____ (M1) ALL THAT JAZZ! "Love that music", from Dixieland and Chicago style, to Dave Brubeck and Bill Evans in the 60's and 70's.

_____ (M2) THE BIG BANDS OF THE 30'S AND 40'S. Love that music, from Harry, Bix, Glenn, Tommy and Jimmy, all those others -- you know who they are. Jitterbugs welcome.

_____ (M3) GREAT HOLLYWOOD MUSICALS OF THE 30's AND 40'S. Love that music from the most popular song-and-dance films just before and during WWII.

_____ (M4) THE LULLABIES OF BROADWAY, 1930-46. Love that music from all the great musical comedy stage productions before & during WWII.

_____ (M5) MORE BROADWAY PRODUCTIONS, 1947 TO THE PRESENT. Love that music from the greatest musical comedies to appear since WWII.

_____ (M6) THE GREAT OPERETTAS OF THE 30'S AND 40'S.

_____ (M7) FAVORITE OPERA SELECTIONS OF ALL TIME.

_____ (M8) FAVORITE SYMPHONIC ORCHESTRA SELECTIONS OF ALL TIME.

_____ (M9) THE GREATEST POPULAR PIANISTS OF ALL TIME.

_____ (M10) FAVORITE CLASSICAL GUITARISTS. Montoya, Segovia, et al.

_____ (M9) LIST BELOW YOUR OWN CHOICES FOR TYPES OF "LOVE THAT MUSIC" THAT MIGHT BE OFFERED BY L.I.F.E. -- types of music, individuals or groups, singers or musicians, particular eras of music, any category that turns you and others on.

(a)_____

(b)_____

(END OF COURSE PREFERENCE QUESTIONNAIRE. CONTINUE BELOW.)

L.I.F.E. CLASS FORMAT AND ACTIVITIES

(9) Several different formats for LIFE courses are possible. What is your own personal rating of each of the various formats below--DISLIKE IT, or ACCEPTABLE, or PREFERRED-- assuming the subject-matter lends itself to each?

YOUR RATING OF EACH FORMAT :	(Check only one answer each line) DISLIKE	ACCEPTABLE	PREFERRED
a. Large lecture group (50+)	_____	_____	_____
b. Normal lecture class (25-30)	_____	_____	_____
c. Small informal group (10-15) with discussion leader	_____	_____	_____
d. Seminar (10-15), student presentations & discussion	_____	_____	_____
e. Videotapes with trained discussion leader	_____	_____	_____
f. Videotapes with informal student discussion	_____	_____	_____
g. Panel of several knowledable discussants	_____	_____	_____
h. Hands-on workshops with no formal lecture	_____	_____	_____
i. One-shot luncheon lectures between classes	_____	_____	_____

(10) LIFE will be most successful if the members participate as fully as possible. Please indicate your willingness to participate in each of the LIFE activities listed below.

Possible participation in L.I.F.E. ACTIVITY	(Check one answer each line) PREFER NOT	WILLING TO TRY IT	DO IT GLADLY
a. Serve on a committee	_____	_____	_____
b. Be committee chairman	_____	_____	_____
c. Be teaching assistant	_____	_____	_____
d. Be research assistant	_____	_____	_____
e. Teach a course of my own	_____	_____	_____
f. Give occasional talk/lecture	_____	_____	_____
g. Lead informal discussions	_____	_____	_____
h. Do office tasks	_____	_____	_____

j. OTHER?_____

L.I.F.E. BACKGROUND INFORMATION QUESTIONNAIRE

To help us analyze your responses, please provide the following background information. ALL INFORMATION IS CONFIDENTIAL AND YOU NEED NOT ATTACH YOUR NAME--but you can if you like.

(1) What was the name and city of the last school/college you attended for credit?_____

(2) How much formal schooling have you COMPLETED, including GED and other earned credits? (CIRCLE ONE NUMBER BELOW)

0-8yrs...1 /9-11yrs...2 /HSgrad...3 /1-3yrs college...4

BACHELORdeg...5 /MASTERdeg...6 /DOCTdeg...7 /OTHER?...8

(3) What is your PRIMARY work status this year?

(CIRCLE ALL NUMBERS THAT APPLY)

1= Work full-time for pay
2= Work part-time for pay
3= Work without pay OUTSIDE HOME (volunteer, etc.)
4= Work ONLY AT HOME without pay
5= Do no work at all if I can avoid it
6= College/school student for credit
7= Other?_____

(3) Your gender?(Circle one) FEMALE...1 /MALE...2

(4) What is your age? (We won't tell, honest. CIRCLE ONE NUMBER)

UNDER 45 YRS...1 /45-54...2 /55-64...3 /65-74...4
/75-84...5 /85-94...6 /95+...7

(5) What is your present marital status? (CIRCLE ONE)

/NOW MARRIED...1 /DIVORCED... 2 /WIDOWED ...3
OTHER?...4(_____

Various living situations are described below. For each question, please CIRCLE one of the alternatives:

7. Do you live..... WITH SOMEONE?..1 or ALONE..2?

8. Re your residence here, do you...OWN?..1 or RENT?..2

9. Is your residence... APARTMENT?..1 or HOUSE?..2 or RETIREMENT HOME?..3 or OTHER?_____

10. Which months if any do you usually spend partially or wholly AWAY from Central Florida?_____?

11. The ZIP code of your central Florida residence?_____

12. For ID purposes, the last 4 digits of your SS no._____

NOW, PLEASE LOOK BACK OVER THE WHOLE QUESTIONNAIRE, FILL IN ANY BLANKS, THEN RETURN IT. MANY THANKS FOR YOUR HELP TO L.I.F.E.!

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
March 3, 1993